

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center Grants Administration 2015 AUG 19 PM 1:18 </div>
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Santa Rosa ISD	031914	Barrera Elem. 031914101	
Vendor ID #	ESCR region #	US Congressional District #	DUNS #
746002268	1	27	100076546
Mailing address		City	State ZIP Code
PO Box 368		Santa Rosa	TX 78593-0368

Primary Contact

First name	M.I.	Last name	Title
Heriberto		Villarreal	Superintendent
Telephone #	Email address		FAX #
956-636-9800	hbvillarreal@srtx.org		956-636-1439

Secondary Contact

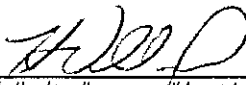
First name	M.I.	Last name	Title
Sylvia		Ramos	Principal
Telephone #	Email address		FAX #
956-636-9800	sramos@srtx.org		956-636-1439

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Heriberto		Villarreal	Superintendent
Telephone #	Email address		FAX #
956-636-9800	hbvillarreal@srtx.org		956-636-9890
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

701-15-107-006

Schedule #1—General Information(cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)– SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
x	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
x	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the amount of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.

- iii. Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- 2. Deliver comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- 3. Increase learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
 - (B) Provide ongoing mechanisms for family and community engagement.
- 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). In doing so, the LEA/campus will implement the following:

- 8.
 - 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
 - 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.
 - 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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	<ol style="list-style-type: none"> 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the restart model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management

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	<p>organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:</p> <ul style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. <p>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <p>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <p>1. Implement an evidence-based whole-school reform in partnership with a model developer.</p> <ul style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. <p>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:</p> <ul style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The</p>

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	<p>whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	<p>The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.</p>

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

At Elma B. Barrera Elementary School (EBBE), our goal is to provide a quality education for all students, nonetheless, our results show that we are falling short, especially with our English language learners and students enrolled in the Special Education program. Elma B. Barrera Elementary (EBBE), is currently identified as improvement required in the Texas Accountability System and labeled as a Priority School based on low performance in Reading and Mathematics on state assessments, and is seeking TTIPS grant funding as an additional resource to provide much needed focused interventions that target fundamental issues related to poor student performance in the core content subjects. Funding will be used to better equip teachers and campus leaders with research-based instructional and leadership practices that foster improved academic achievement. Services provided through the grant will be aligned with the district's existing goals to strengthen leadership, improve teacher quality, and support the use of quality data in making instructional decisions, and increase family/community engagement in efforts to achieve gains in student performance both in the classroom and on state assessments.

The budget is the culmination of research, discussion and review of personnel and services required to successfully implement the selected Transformation Model. Existing staff positions were reviewed to determine additional positions required and to insure that grant funded positions did not duplicate services. After identifying the needs to be funded through the grant, the team also set parameters for a fee structure to be followed in the selection of contractors based on scope of services and prevailing rates of Educational Service Center, local cooperatives and independent contractors.

EBBE followed the Guidance documents for the Texas Accountability Intervention System (TAIS) in order to identify the needs which will be served by the TTIPS grant. The TTIPS Planning and Implementation Team (TPIT) was comprised of central office and campus administrators, external educational consultants, teachers representing a cross section of grade levels and content areas, as well as other professional staff and community representatives. The roles and responsibilities of the team members were identified in order to structure the efforts of the team and set the stage for transformation of the school's vision culture and academic programming. The campus improvement team (CIT) ultimately insures that the campus needs assessments are current and that appropriate framework for collecting and analyzing data is in place based on guidance received from the Texas Education Agency or its designated department.

The successful transformation of EBBE will be the result of a broad based project management and the participation of very committed individuals and will be in compliance with state mandate for schools labeled Priority. The Grant Project Director (GPD) will be primarily responsible for oversight of the Transformation process ensuring involvement of the District Administration in the Transformation. The GPD will provide a direct line of communication to the superintendent and other district leadership, assisting in the elimination of any barriers that may hinder the transformation process and serving as a resource and mentor to the administrator and campus.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

A Project Coordinator will be hired and will work closely with the GPD to collect and organize relevant data, maintain the data room and insure accurate and timely reporting of grant activity. A Bookkeeper/accountant will be hired to insure accurate financial records for the grant expenditures and filing of expenditure reports. Two teacher facilitators will be hired to work as coaches and model lessons for teachers. One facilitator will serve PK-2 and the other will serve 3-5. These facilitators will provide daily classroom support and leadership for teachers. Two instructional specialists (reading and mathematics) will serve as curriculum managers and will be responsible for assessment development. The TIPPS staff will meet with campus and district teams to collaborate regarding the implementation and evaluation of the Transformation Model adopted by EBBE. Together the district and campus administration, teachers, and other stakeholders will continuously review the stipulated goals and objectives, program activities and performance measures to track progress. They will provide updates on the implementation of the plan progress to the EBBE campus site-based committee semiannually. The GPD will ensure feedback and continuous improvement in the operation of the proposed project through continuous monitoring. Monitoring is designed to allow participants to interact and provide feedback to determine if results are being achieved on established performance indicators. To avoid conflict of interest and preserve the integrity of the evaluation, an outside evaluator will be contracted to design, conduct and report an annual evaluation of program activity and its effectiveness.

EBBE has created a comprehensive plan of reform that addresses all federal statutory requirements of the Transformation Model including the seven Critical Success Factors and the ESEA Turnaround Principles. Stability in campus leadership and instruction will be a priority. EBBE will develop a performance appraisal that take into account data on student growth as well as other factors such as multiple observation based assessments of performance and ongoing collections of professional practice reflective of student achievement and designed and developed with teacher and principal involvement. This will allow for incentive value-added system which will provide financial rewards for teachers, staff and administrators who will increase student achievement and positively impact other school reform efforts. This system will include a mechanism that allows replacement of staff members who have failed to make the required performance changes after ample opportunities have been provided to improve their professional practice. Highly qualified teachers will be recruited and competitive salaries will be offered to support staff retention.

Ongoing high quality job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies will be a key factor in our efforts to increase leadership capacity and teacher competence; develop professional learning communities and increase instructional resources for teachers and students. PD will be targeted to specifically address the needs of students and staff as identified in the TTIPS grant as well as local program goals and objectives. Data will be used to vertically align from one grade to the next as well as aligned with State academic standards and will promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. With technical assistance from TCDSS, regional service centers, and external providers, professional development will focus on customizing instruction to meet the diverse needs of the campus population and designing a comprehensive set of research-based instructional strategies aligned to state academic standards that drive the transformation of the instructional program at the campus.

While addressing these factors is important to the transformation, the end result is to improve the academic achievement of all our students. The rigor of instruction is urgent and will be addressed through consistent monitoring of lesson plans and frequent classroom observations. External providers will provide teachers with extensive training on differentiation of instruction, effective use of student data to drive instructional decisions, effective use of questioning strategies, and classroom management strategies to maximize student attentiveness and instructional engagement. Interventionists will be hired/contracted to ensure that the RTI process for struggling students is implemented with fidelity.

All transformation efforts will be consistently monitored by gathering pertinent data on student progress, instructional effectiveness and school culture. Interim evaluations will be conducted to insure that all initiatives are on target and or to make necessary adjustments as needed to achieve desired results. Funding from this TTIPS initiative will allow EBBE the added resources, flexibility, activities, staffing, and support to increase student achievement and improve school leadership and teacher effectiveness.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-

Fund code: 276

award costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$1,420,000	\$35,869	\$0	\$1,420,000	\$35,869	\$1,420,000	\$35,869	\$1,420,000	\$35,869	\$1,420,000	\$35,869	\$7,279,345
#8-Professional and Contracted Services	6200	\$264,000	\$0	\$0	\$223,000	\$0	\$223,000	\$0	\$223,000	\$0	\$223,000	\$0	\$1,156,000
#9-Supplies and Materials	6300	\$198,300	\$0	\$0	\$198,300	\$0	\$198,300	\$0	\$198,300	\$0	\$198,300	\$0	\$991,500
#10-Other Operating Costs	6400	\$70,000	\$0	\$0	\$70,000	\$0	\$70,000	\$0	\$70,000	\$0	\$70,000	\$0	\$350,000
#11-Capital Outlay	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Consolidate Administrative Funds ☐ Yes ☒ No

.2526% Indirect costs (see note):	N/A	\$35,869	N/A	\$35,869	N/A	\$35,869	N/A	\$35,869	N/A	\$35,869	N/A	\$35,869	
Grand total of budgeted costs (add all entries in each column):	\$1,952,300	\$35,869	\$0	\$0	\$1,911,300	\$35,869	\$1,911,300	\$35,869	\$1,911,300	\$35,869	\$1,911,300	\$35,869	9,776,845

Administrative Cost Calculation

Enter the total grant amount requested:	\$9,776,845
Percentage limit on administrative costs established for the program (5%):	x .05
	\$488,842

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs.

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

County-District Number or Vendor ID: 031914									
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	1		\$55,000	\$	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000
2 Educational aide	4		\$75,000	\$	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
3 Tutor			\$0	\$	\$0	\$0	\$0	\$0	\$0
Program Management and Administration									
4 Program Manager	1		\$85,000	\$	85,000	\$85,000	\$85,000	\$85,000	\$425,000
5 Coordinator	1		\$65,000	\$	\$65,000	\$65,000	\$65,000	\$65,000	\$325,000
6			\$0	\$	\$0	\$0	\$0	\$0	\$0
Auxiliary									
7 Community Liaison	1		\$65,000	\$	\$65,000	\$65,000	\$65,000	\$65,000	\$325,000
8 Title			\$0	\$	\$0	\$0	\$0	\$0	\$0
9 Title			\$0	\$	\$0	\$0	\$0	\$0	\$0
Other Employee Positions									
10 Instructional coach	2		\$170,000	\$	\$170,000	\$170,000	\$170,000	\$170,000	\$850,000
11 Clerk	1		\$20,000	\$	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
12 Curriculum Specialist	2		\$170,000	\$	\$170,000	\$170,000	\$170,000	\$170,000	\$850,000
13	Subtotal employee costs:		\$705,000	\$	\$705,000	\$705,000	\$705,000	\$705,000	\$3,525,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$125,000	\$	\$125,000	\$125,000	\$125,000	\$125,000	\$625,000
15 6119 Professional staff extra-duty pay			\$250,000	\$	\$250,000	\$250,000	\$250,000	\$250,000	\$1,250,000
16 6121 Support staff extra-duty pay			\$90,000	\$	\$90,000	\$90,000	\$90,000	\$90,000	\$450,000
17 6140 Employee benefits			\$250,000	\$	\$250,000	\$250,000	\$250,000	\$250,000	\$1,250,000
18 61XX Tuition remission (IHEs only)			\$0	\$	\$0	\$0	\$0	\$0	\$0
19	Subtotal substitute, extra-duty, benefits costs		\$715,000	\$	\$715,000	\$715,000	\$715,000	\$715,000	\$3,575,000
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,420,000	\$	\$1,420,000	\$1,420,000	\$1,420,000	\$1,420,000	\$7,100,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031914
 Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Margaret Kilgo	<input type="checkbox"/>	\$8,000	\$	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
2	Flip Flippen	<input type="checkbox"/>	\$53,000		\$12,000	\$12,000	\$12,000	\$12,000	\$101,000
3	Renaissance Reading/Math	<input type="checkbox"/>	\$25,000	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
4	Sharon Wells	<input type="checkbox"/>	\$45,000	\$	\$45,000	\$45,000	\$45,000	\$45,000	\$225,000
5	External Evaluator	<input type="checkbox"/>	\$58,000	\$	\$58,000	\$58,000	\$58,000	\$58,000	\$290,000
6	Education Service Center	<input type="checkbox"/>	\$75,000	\$	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:		\$254,000		\$223,000	\$223,000	\$223,000	\$223,000	\$1,156,000
a.	Subtotal of professional and contracted services requiring specific approval:		\$156,000		\$103,000	\$103,000	\$103,000	\$103,000	\$568,000
b.	Subtotal of professional services, contracted services, or subgrants:		\$75,000		\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$33,000		\$45,000	\$45,000	\$45,000	\$45,000	\$213,000
	(Sum of lines a, b, and c) Grand total		\$254,000	\$	\$223,000	\$223,000	\$223,000	\$223,000	\$1,156,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16
 2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 031914						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Laptops	Computer Lab	50	\$650.00							
	2	Tablets	Classroom Instruction	50	\$350.00							
	3	Smartboards	Lab and Classroom	10	\$3,300.00	95,000		\$95,000	\$95,000	\$95,000	\$95,000	\$475,000
	4	Document Cameras	Lab and Classroom	20	\$400.00							
	5	Projectors	Classroom	10	\$400.00							
6399	Technology software—Not capitalized											\$475,000
6399	Supplies and materials associated with advisory council or committee											\$16,500
	Subtotal supplies and materials requiring specific approval:											\$491,500
	Remaining 6300—Supplies and materials that do not require specific approval:											\$500,000
	Grand total:											\$991,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration/

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 031914		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$70,000	\$	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000	\$350,000
Grand total:		\$70,000	\$	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000	\$350,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Texas Education Agency

Standard Application System (SAS)

County-District Number or Vendor ID: 031914

Schedule #11—Capital Outlay (6600/15XX)

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2			\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				\$	\$	\$	\$	\$	\$	\$
Grand total:				\$	\$	\$	\$	\$	\$	\$

and Budgeting Guidance section of the Division of Grants Administration

Administering a Grant page.

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Changes on this page have been confirmed with:
Via telephone/fax/email (circle as appropriate)

On this date:
By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	550		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	3	DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	541	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	6	83%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	499	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	141	49%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	39	37%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	120		2014-2015 PEIMS report#425
Disciplinary placements in In-School Suspension	11		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	DNA		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.5 %	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	MET	DNA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	MET	DNA	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the past several years the campus has conducted its' annual needs assessment and as a result we have noticed certain trends that support a loss in enrollment growth and a decline in our scores. The planning team used the data from years 2012-2013, 2013-1014, and 2014-2015 and targeted the campus improvement plan to initiate and focus discussions on critical school attributes to determine and create a school profile. This profile was designed to provide insight about the school population, community demographics, and available school programs. Multiple data sources were analyzed to identify areas of need, including but not limited to instructional and behavioral concerns. Among the documents reviewed were current and longitudinal state assessment results, state and federal accountability reports, performance based monitoring reports, attendance data for students and staff, curriculum documents, program descriptions and professional development records and 425 students' referral records.

The team gathered and organized the data based on the seven critical success factors of the ESEA Turnaround Model for continuous school improvement. The Team accessed existing quantitative and quantitative data and disaggregated student achievement data spanning multiple years. This included the current Texas Academic Performance Report (TAPR), Texas Primary Reading Inventory (TPRI), Tejas Lee, TELPAS, Academic Excellence Indicator System (AEIS), Performance Based Monitoring Assessment System (PBMAS), and Public Education Information Management System (PEIMS). Local benchmarks and curriculum based assessment data, campus improvement plan, and priority school identification data were examined, along with samples of lesson plans. Parents, community, and school staff were surveyed to elicit perceptual information regarding school culture and performance. Focus discussions and structured data reviews were utilized to compile the needed information. The data determined that we had a high need for differentiating instruction of ELL students. A percentage of students who are at risk and increased amount of student referrals and minimal parental involvement.

All students and subgroups have historically scored below the state expectation on state assessments in reading, writing, math and science. Economically Disadvantaged, special education and Hispanic students have consistently scored below over a span of time. Grade level retentions and report card grades for these same students reflect similar performance. Student participation in interventions offered beyond the school day has been minimal due to lack of interest for teachers to work beyond their scheduled day and providing more of the same instruction. The principal has restructured the daily schedules to extend learning time for the core subject areas and has reassigned teachers according to their levels of subject expertise.

Trend data indicates that accelerated instruction in the core subjects is critical to insure that student's continue to progress and close achievement gaps within all of the subgroups. There is also an urgent need to involve the parents in the education of their children. Already the campus has a plan of activities to invite parents into the school and be a part of the school culture.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	53		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	34	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	14	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	DNA	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	27	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	5	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	DNA	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	10	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	7	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	7	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	9	63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	39250		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	39623		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	42846		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	46821		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	54144		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	SBEC
Staff with Bachelor's degree as highest level attained	24	100%	SBEC
Staff with Master's degree as highest level attained	1	1%	SBEC
Staff with Doctoral degree as highest level attained	0	0%	0

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As stated before, the campus has had four acting principals in a period of three years. The principal that was hired in October of 2014 has taken ownership of the school. It has been difficult to gain the trust of some of the staff because of the changes that have occurred in the leadership of the school. Not only had the principal been changed but also the assistant principal. * Reasons for principals leaving: higher pay in bigger surrounding school districts, reassignment of ineffective personnel

Data supports the need to increase leadership effectiveness and teacher quality. Turnover rates for campus leadership and classroom teachers as well as lack of experience in education/specific positions adversely impact student success. While the campus utilizes the TEKS Resource System as its curriculum framework, teachers need additional training in using the system to access all pertinent components and use it to plan instruction, generate assessments and disaggregate student data and track student progress. Another area of need is supporting students with behavioral issues that go beyond just inappropriate behaviors within the classroom walls.

There is also a need for teachers and parents to work together in the education of the children. Parents were invited to partake in activities during the end of the school year and they were very receptive to the types of experiences that their children were having. The desired outcome is to have a strong parent teacher organization thus creating a community oriented school.

The campus has already started planning staff development based on the CNA conducted this year. Staff development needs to be ongoing, high quality, job embedded, subject specific pedagogy and a deeper understanding of differentiated instruction. The new principal is very committed in providing the leadership needed to transform this school. As with all initiatives, all these needs require monies that will be available over a period of years to build the capacity of these individuals to make a difference in the lives of all these children. EBBE is committed to fill these requirements with the implementation of the Transformation Model.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 031914										Amendment # (for amendments only):				
Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
66	82	72	84	88	78	78								550
Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	4	4	4	5	4	4								25

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elma B. Barrera Elementary (EBBE) followed the process to conduct the needs assessment as recommended by the Texas Accountability Intervention System (TAIS). This review was conducted to insure that all proposed activities are aligned with locally identified strengths and to address weaknesses which will be served by the TTIPS grant.

The planning process began with the formation of a school-wide planning team to oversee the needs assessment process. The TTIPS Planning and Implementation Team (TPIT) was made up of central office and campus administrators, external educational consultants, teachers representing a cross section of grade levels and content area, other professional staff and community representatives. The roles and responsibilities of the team members were identified in an effort to structure the team and set the stage for transformation of the school's vision, culture and academic programming. The planning team used the 2013-2015 needs assessment and targeted improvement plans to initiate and focus discussions on critical school attributes to determine the TTIPS model most appropriate for the campus given its Improvement Required/Priority status in state and federal accountability reports. The current accountability ratings reflect low performance in ELAR, Writing, Math, and Science for all students and subgroups. The emerging concern is the lack of sufficient progress in meeting the rising state standards over time. The team explored how to refine the current school vision and belief system to embrace higher expectations and to build a sense of pride for the whole campus. The TAIS model helped to identify the root causes for low performance and needs for improvement.

The team narrowed its focus to concentrate on those issues that directly related to the school's design and purpose, its expectations for students, the responsibilities of school staff, collaborations/partnerships among stakeholders and commitment to the continuous improvement process. These discussions were precursors to the development of the sharedmvision needed to implement the desired level of transformation/meaningful reform.

Next, the planning team created a school profile designed to provide insight about about the school population, community demographics, and available school programs. Multiple data sources were analyzed to identify areas of need, including but not limited to instructional and behavioral concerns. Among the documents reviewed were current and longitudinal state assessment results, state and federal accountability reports, Performance Based Monitoring Reports, attendance data for students and staff, curriculum documents, program descriptions and professional development records. This allowed the team an opportunity to review the school's current status as well as gaps and strengths to discern the kinds of changes that need to be implemented to attain campus/student success.

The final step involved the team gathering and organizing data based on the seven critical success factors/TAIS turnaround principles for continuous school improvement. The team accessed existing quantitative and disaggregated student achievement data spanning multiple years. This included the current Texas Academic Performance Report (TAPR) report, Academic Excellence Indicator System (AEIS) reports, Adequate Yearly Progress (AYP) reports, and Performance Based Monitoring Assessment System (PBMAS) reports. Campus demographic data was pulled from the Publed Education Information Management System (PEIMS). Local benchmarks and curriculum based assessment data, campus improvement plans, and priority school identification data were examined, along with samples of teacher lesson plans. Parents, community and school staff were surveyed to elicit perceptual information regarding school culture and performance. Focus discussions and structured data reviews were utilized to comple the needed information.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

x Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TTIPS Planning and Implementation Team (TPIT) conducted its annual needs assessment data review and determined that the best model of intervention that would meet the unique need of EBBE would be the Transformational Model. There is an urgent need for school leadership effectiveness and continuity. The campus has gone through four principals in a period of three years. The new principal was hired in October 2014, and she is very committed to not being derailed in what needs to happen to increase student achievement.

The TPIT is committed to use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account the student growth as a significant factor as well as other factors such as multiple observation assessments of performance that are designed and developed with teacher and principal involvement. Teachers and staff need to be rewarded on the basis of student improvement.

Based on the results of the CNA, professional development has not been consistent and is not embedded. This model allows for ongoing, high quality and subject specific pedagogy and allows for differentiated instruction. It will be aligned with the campus CNA and will ensure that teachers be equipped to facilitate effective teaching and learning and will have the capacity to successfully implement school reform strategies.

There is a high turn over of teachers in the district and campus because the salaries are not comparable with the bigger districts surrounding Santa Rosa ISD. This model will allow strategies as financial incentives, increased opportunities for promotion and career growth and will allow highly qualified teachers to be recruited, and retained.

Already the TPIT has identified research based instructional programs that are aligned with State academic standards, use of data to drive instruction and increase a community oriented schools.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elma B. Barrera Elementary (EBBE) followed the Guidance documents of the Texas Accountability Intervention System (TAIS) as part of its annual needs assessment, which coincided with the TTIPS grant. The TAIS assessment instrument assesses data to insure that all proposed activities align with locally identified strengths and weaknesses.

The planning process began with the formation of a school-wide planning team to oversee the needs assessment process. The TTIPS Planning and Implementation Team (TPIT) was made up of central office and campus administrators, external educational consultants, teachers representing a cross section of grade levels, content areas, and other professional staff/ community representatives. The roles and responsibilities of the team members were identified in an effort to structure the efforts of the team and set the stage for transformation of the school's vision, culture, and academic programming and belief systems. The planning team used the data from 2013-14, 2014-15 needs assessment and targeted improvement plans to initiate and focus discussions on critical school attributes to determine the TTIPS model most appropriate for the campus given its Improvement Required/Priority School status in state and federal accountability reports. The current accountability ratings directly reflect low performance in ELAR and Mathematics for all students and all subgroups. The emerging and urgent concern is the lack of sufficient progress in meeting the rising state and federal standards over time. The team explored how to refine the current school vision to embrace higher expectations for campus and individual student success. The TAIS process was used to identify the root causes for low performance and needs for improvement.

The CNA narrowed its focus to concentrate on the issues that directly related to the school's design and purpose, its expectations for students, the responsibilities of school staff, collaborations/partnerships among stakeholders and commitment to the continuous improvement process. These discussions were precursors to the development of the shared vision needed to implement the desired level of transformation/meaningful reform.

Next, the TPIT created a school profile designed to provide insight about the school population, community demographics and available school programs. Multiple data sources were analyzed to identify areas of need, including but not limited to instructional and behavioral concerns. Among the documents reviewed were current and longitudinal state assessment results, performance based monitoring reports, attendance data for both students and teachers, curriculum documents, program descriptions and professional development records. This allowed the team an opportunity to review the school's status as well as gaps and strengths to steer the types of changes that need to be implemented to attain the success for the campus and its students.

The final step involved the team gathering and organizing data based on the seven critical success factors/ESEA turnaround principles for continuous school improvement. The team accessed existing quantitative and qualitative student achievement data spanning multiple years. This included the current Texas Academic Performance Report (TAPR), Academic Excellence Indicator, and PEIMS. Local benchmarks, curriculum based assessment data, campus improvement plans, and teacher lesson plans. Parents, community and school staff were surveyed to elicit perceptual information regarding school culture and performance. Focus discussions and structured data reviews were utilized to compile information and analyzed for the next step in the Transformation Model.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	DCSI will assist in the efforts to implement the goals and objectives of the grant and ensure that grant requirements and progress are being achieved and communicate with stakeholders.	Master's degree preferred; Five year experience in administration ILD/PDAS Certified; Five years teaching experience, knowledge of curriculum and instruction, effective organizational, communication and interpersonal skills
2.	Project Director	TTIPS Director will assist in leading the campus efforts to implement the framework for school excellence and assist and monitor planning and programs to address identified needs.	Master's degree preferred, Minimum five years experience in education. Familiarity with operational, quality assurance and human resource procedures
3.	Math, Reading, Science Specialist	Assist and model best teaching practices for teachers in the areas of math, reading, and science. Model teaching techniques and methodology and differentiated lessons for special needs of exceptional learners.	Bachelor's Degree with required endorsements for subject and level assigned. Be knowledgeable in effective schools research, effective teaching practices, methodology
4.	Parent Coordinator	Assist in building a partnership and know the socio-economic needs of the community and have the ability to communicate effectively; and maintain and promote positive public relations	Bachelor's Degree or Licensed Social Worker. Three or more years of teaching, administrative experience preferred, Knowledge of the needs of the community, promote positive public relations between home and school
5.	Data Clerk	Assist in the process of ordering materials and technology as provided in the grant and follow procedures as outlined in district procedural handbook and as outlined in grant	High School Graduate, GED or higher; knowledge on the basic accounting principles, budgets, purchase orders
6.	Secretary	Assist in keeping all records of grant activities, staff development and procedural guidelines as specified in the grant. Ensure the timeline for ordering and compliance with expenditure reports.	Two years of Post Secondary Training and five years of job experience as secretary; knowledge on the basic accounting principles, budgets and purchase orders
7.			
8.			
9.			

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Region I	Staff development, TAIS, Turnaround Series	Experience
2.	Kilgo	Differentiated instruction, Grouping Item analysis	Experience
3.	Sharon Wells Math	Hands on staff development in Math	Experience
4.	Program Evaluator	Evaluation of programs	Compliance for Grant activities
5.	Flip Flippen	Character Education	Experience
6.	Rnaissance Reading/Math	Placement in reading and math	Experience
7.			
8.			
9.			
10.			

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• **Schedule #14—Management Plan (continued)**

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming to all personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EBBE will continuously monitor grant activities to determine the effectiveness of activities and identify ineffective practices and/or actions that should be revised or eliminated. Successful activities are expected to yield continuous improvement in the targeted areas. In areas where progress is not evident or deficits are identified, collective problem-solving strategies with stakeholders will become the framework for modifications to accomplish continuous improvement.

The EBBE will use the TTIPS planning and implementation team to monitor grant activities to ensure that student achievement results show continuous improvement. The team will meet monthly and will be assigned to analyze student data trends, patterns, and issues related to individual components of the grant program. At monthly committee team meetings, participants will use a focused data analysis process to collect, analyze, and monitor student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze formative assessment data, such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports, curriculum based assessments aligned to state TEKS objectives and semi annual benchmark results.

Summative assessment that include teacher evaluations, student management reports, and accountability data will be reviewed annually. The campus will evaluate the effectiveness of program initiatives through a summative evaluation consisting of data analysis of historic data as well as cohort results. STARR results will be analyzed for all indices. The team will use these student performance results to conduct root cause analysis for any concerns related to program design, instructional placement, planning and materials, student support, and professional development for staff.

For core issues and concerns identified, the TTIPS planning and implementation team will then identify the end results/goals will be reflected in the targeted improvement plan as either annual or quarterly goals. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.

The team will then determine all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities. In addition, the TTIPS planning and implementation team will document all timelines for initiation of activities to include formative evaluations, benchmarks and summative evaluation timelines that relate to each desired result. The TTIPS planning and implementation team will also be implemented if interim evaluation data are not in line with the desired result/goal.

The campus will apply an ongoing process to monitor progress of program implementation using the Seven Critical Success Factors/TAIS/Turnaround Series on a quarterly basis. The TTIPS planning and implementation team will consistently review the Plan of action and the administration will ensure its implementation by reviewing progress indicators and making necessary adjustment. Data driven decision making will form the basis of the ongoing monitoring process.

Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of improvement activities, including individual staff responsibilities for implementation of improvement activities and evaluate completed activities to determine results related to student performance.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The changes in governance, policies and procedures will set the foundation for commitment and succession improvement. The changes will be systemic and the processes will be well defined so that sustainability is eminent regardless of changes in the district structure/leadership that may occur. EBBE will have a sequence of campus reforms after the funding period ends through embedded systemic changes. These changes include strong data systems, diagnostic and planning tools, greater flexibility, access to a large pool of talent, and differentiated supports. The District will allocate resources as needed for building space, human resources, family involvement, and community participation.

To ensure commitment and succession, EBBE will:

- Periodically review and upgrade facilities, tools, and materials to keep pace with the changing economy, technology, and demographic changes;
- Provide adequate staffing for the initiatives and acknowledge the need for workload equalization and /or reduction;
- Provide appropriate time and necessary fiscal support for initiatives to be implemented;
- Provide continuous job-embedded professional development to equip teachers with the skill set to incorporate research based best practices into their instructional planning and delivery;
- Move effective practices to full implementation; and
- Define priorities and allocate needed resources to sustain them over time.

Furthermore, EBBE plans to commitment to sustain the campus reforms after the funding period ends through a continued implementation of effective research-based practices through the creation of a student-centered school learning culture, combination of federal, state, local funds, and future state initiative cycle grant awards.

The processes and policies used to implement the school improvement Transformation Model will be sustained through a systemic planning process to ensure application of the Critical Success Factors and the TAIS Turnaround Principles. The campus will continue to operate a site based decision making committee and participatory process to address issues affecting the campus. EBBE, as part of its oversight duties, will maintain the TTIPS planning and implementation team to ensure that continual progress is being made toward achievement of the district's and campus' local program goals and objectives. The LEA and campus will also maintain a more rigorous, transparent, and equitable evaluation system implemented during the funding period in order to continue tracking and evaluating student performance growth data for teachers and principals as well as other factors such as multiple observation based assessments of performance and ongoing collections of professional practice reflective of student achievement, credit accrual, re-engagement of leavers to recover dropouts, and increase high school graduation rates. EBBE will formally delineate policies concerning the process for identifying, rewarding, or replacing ineffective teachers and principals based on a review of progress in the attainment of goals to increase student achievement, attendance, and high school graduation rates. EBBE will permanently implement such strategies as financial incentives, increased opportunities recruitment, professional growth, promotion and retention of highly qualified staff to meet the needs of the students and to support the campus in its implementation of ongoing improvement with the application of the Critical Success Factors/TAIS Turnaround Principles.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 031911

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EBBE has dissected annual goals to determine strategies and interventions. We have addressed areas of low performance and addressed the root causes in order to make progress toward annual performance measures on the goals selected by the committee. The strategy is what we are going to do to address the root cause while the interventions are the specific actions of what it must take to get it done. We have analyzed student groups in order to determine the impact of the proposed strategy on all student populations and address the approach to take. We will review the data. We will consider current successful interventions and evaluate resources in order to determine the efficacy or ability to implement strategies. We have developed short term goals such as quarterly goals, and ensure that the plan is on track to meet desired performance measures. Establishing a short term goal helps to evaluate the success of interventions and their evidence of impact and enables mid course corrections to be made in order to attain the performance measures set forth by the campus. When implementing performance measures, short term goals will support the annual performance goal of exiting lowest performing status and will result in substantially improved student achievement for all groups of students. Short term goals should be S.M.A.R.T. and be results based.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participants on the TTIPS planning and implementation team will collect qualitative and quantitative program data through a variety of data collection methods. The team will obtain relevant quantitative data from DMAC, TAPR, AEIS, PBMA, TELPAS, and TPRI. The team will also administer staff, student and parent satisfaction surveys with closed ended questions on a regular basis in order to gauge the level of perceived satisfaction with the grant program. A data entry specialist will be responsible for inputting, managing, and disseminating data to TTIPS planning and implementation team members. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made. For core issues and concerns identified, the team will then identify the end results/goals of improvement based on the team's analysis and goal-setting activities. These goals will be reflected in the targeted improvement plan as either annual or quarterly goals. The team will detail activities planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made. The team will determine all resources to be used for the implementation of the activities targeted to the desired results. The campus will apply an ongoing process to monitor progress of program implementation using the seven critical success factors of the TAIS Turnaround Principles. The team will consistently review the plan of action and the administration will ensure its implementation by reviewing progress indicators and making necessary adjustments. Data driven decision making will form the basis of the ongoing monitoring process. Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of improvement activities including individual staff responsibilities for implementation and evaluation. EBBE will continue to conduct ongoing monitoring to determine the progress of students and evaluate completed activities to determine results related to student performance.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

EBBE will continuously monitor grant activities to determine the effectiveness of the programs and identify ineffective practices and /or actions that should be revised or eliminated. Successful activities are expected to yield continuous improvement in the targeted areas. In areas where progress is not evident or deficits are identified, collaborative problem solving strategies with stakeholders will become the framework for modifications to accomplish continuous improvement.

EBBE will use the TTIPS planning and implementation team to monitor grant activities to ensure that student achievement results show continuous improvement. The Team will meet monthly and will be assigned to analyze student data trends, patterns, and issues related to individual components of the grant program. At monthly committee team meetings participants will use the TAIS focused data analysis process to collect, analyze and monitor student achievement relating to the grant program goals and objectives. The team will analyze formative assessment data, teacher lesson plans, walkthroughs, staff, student, parent and professional development training surveys, attendance reports, curriculum based assessments aligned to the state TEKS standards and benchmark results.

Summative assessments that include teacher evaluations, student management reports and accountability data will be reviewed annually. The campus will evaluate the effectiveness of program initiatives through a summative evaluation consisting of data analysis to examine end of the year overall academic achievement gains. The summative evaluation will consist of a comparative analysis of historic data as well as cohort results. STARR results will be analyzed for all indices. The team will use these student performance results to conduct root cause analysis for any concerns related to program design, instructional placement, planning, materials, student support, and professional development for staff.

For core issues and concerns identified the TTIPS planning and implementation team will then identify the end results/goals of improvement based on the team's analysis and goal setting activities. These goals will be reflected in the targeted improvement plan as either annual or quarterly goals. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.

Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of improvement activities, including individual staff responsibilities for implementation and evaluation. EBBE will continue to conduct ongoing monitoring to determine the progress of implementation of improvement activities and evaluate completed activities to determine results related to student performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To recruit, screen and select an external provider, EBBE will use a process to ensure quality outside assistance is provided. EBBE will implement an effective process that mandates success and will use EDGAR procurement procedures.

EBBE will establish a stringent screening and monitor the process that will allow them to recruit, select and establish relationship terms, as well as manage and evaluate the quality of service provided. A blueprint has been developed for creating a rigorous system to attract, select, manage and continuously evaluate external providers offering a range of school improvement services. These steps are important in hiring the external provider(s):

1. Establish standards and evaluation matrix for Request for Proposals and/or Request for Qualifications
2. Identify clear rationale for hiring an external provider;
3. Engage stakeholders in dialogue about the need to hire an external provider and ensure the entire process is transparent and fair;
4. Articulate specific goals of the relationship between EBBE and the external providers including measurable expectations and criteria for selection of external providers to meet the goals;
5. Create conditions to attract multiple high quality external providers (e.g., extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes);
6. Budget adequate funding to support relationship with external provider for duration of contract;
7. Develop a rigorous screening process, including interviews, to select an external provider whose experience and qualifications match the specified goals, to include:
 - a. a written application
 - b. due diligence to confirm track record of success and financial stability
 - c. an in-person interview with the external provider or the provider's leadership team, and
 - d. if appropriate, a site visit to schools receiving services from the external provider.
8. Negotiate contract outlining roles and responsibilities of the external provider as well as the district to include explicit and measurable outcomes as well as interim indicators of growth;
9. Provide support as needed and appropriate but do not micro-manage external providers;
10. Evaluate the external providers progress toward goals at specified intervals; and
11. Define consequences for failure (e.g., termination or modification of contract).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology which will be clear, fair and well organized will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.

The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, but will include opportunities for the best educational entities to work with our LEA and EBBE.

The screening process for external providers will be comprised of knowledge, skill and track record reviews through educational, organizational, legal and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function, in turn the staff will specifically analyze the historical evident of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.

The selection of external providers will only occur when all critical components are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campus mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding and services.. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 3:Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Conduct meetings with stakeholders to present the scope of the TTIPS grant project
2.	Register for/attend any required TTIPS team training
3.	Fill any administrative or instructional vacancies
4.	Recruit, screen and select potential external providers
5.	Contract venue and presenters for pre service trainings
6.	Purchase necessary start-up supplies and technology
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Given current limited district and campus resources, EBBE successfully manages and implements all local, federal and state programs and budgets including Foundation School Program funds. Title funds, and Priority school funds provide required services for students and staff. The district has consistently met standard on the Financial Integrity Rating System of Texas (FIRST). The district is committed to providing adequate physical resources to support the implementation of this grant project and the human resources necessary to attain sustainable improvement. All fiscal and physical resources will be aligned to support the full implementation of the proposed TTIPS grant initiatives.

Santa Rosa ISD fully understands that EBBE will need its unconditional support to be successful through their transformation process. EBBE has requested support from trained specialists at the district level as their grant indicates the following: Academic performance will improve as a result of district support in the implementation of technology resources and instructional programs and software in the classroom. LEA will provide research and support in implementing best practices and research based methodologies that are strategic and pedagogically aligned with the campus needs and grant requirements. In addition, support will be rendered in the area of parent/community engagement and on going specific staff development that promote engaging lessons and increased opportunities for student success.

To ensure that the awarded campus uses the LEA's resources and support services fully and effectively to implement the required activities of the school intervention model, the newly established TTIPS Grant Department will work closely with all departments. This collaboration with the TTIPS Grant TEAM will make it possible for the timely implementation of required activities. Grant activities have been designed so that the school district offers support to all stakeholders through their grant implementation timetable and beyond. School support will be provided as district coordinators assist campus in implementing their proposed model; offer instructional support to staff, students, and parents the support needed to be successful.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 5:Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Sylvia Ramos

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	
How intent of the original element remains/will be met:	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The Team will review STARR/ benchmarks and use as data sources for student growth that will be weighted in the teachers and principal's evaluations.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The evaluation system is designed for multiple opportunities for observation based assessment and ongoing collections of classroom visits and a portfolio of staff development.
Describe how the evaluation system was developed with teacher and principal involvement:	The evaluation system was developed in collaboration between the teachers and principal. Both have developed a rubric of artifacts that will go into the portfolio and used as part of the evaluation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Prior to this grant, there were no rewards tied to student achievement. As part of this grant, the team which includes school leaders, teachers, and principal will review the requirements to set the criteria to implement incentives for student achievement
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The team will place a protocol/interventions to identify and support teachers who are in need to improve their professional practice. Teachers will be assigned a mentor or a buddy that will help and model lessons and debrief effective teaching practices in a non threatening way in order to build up morale of the staff.
Describe the criteria established for educator removal:	Educators not willing to join the mentoring program or refuse to work with a mentor to better themselves will be placed on a growth plan. If the struggling teacher does not accomplish their goals and continue to struggle after being offered the opportunities for success will not be renewed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement9:Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 10:Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	<p>N/A</p>
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:</p>	
<p>Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 13:High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p>	N/A
<p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	
Indicate the number of new staff hired for work in the turnaround model implementation:	
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 16:Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013914

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Academic Performance/Improve the Instructional Program***

Planned Intervention		Period for Implementation	
1.	Increase access to technology based instruction/assessment programs to support additional learning opportunities.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
2.	Provide campus leaders and teachers time to thoroughly analyze current data and to develop an instructional calendar.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
3.	Schedule weekly PLC meetings to discuss/evaluate student data to plan data driven lessons based on the TEKS Resource System Scope and Sequence.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
4.	Train teachers to fully utilize the data management system in creating and interpreting assessments and data to identify trends.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
5.	Utilize data management system reports to make high quality instructional decisions for curriculum, instruction and planning and provide continuous feedback to interested stakeholders.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
6.	Utilize the data management system to measure and monitor student progress on meeting state standards.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality***

Planned Intervention		Period for Implementation	
1.	Develop and implement a comprehensive teacher quality program in order to have a direct impact on student achievement.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
2.	Develop a school system that attracts high quality teachers by offering incentives.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
3.	Develop high levels of trust in order for teachers to work with one another and school administrators	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
4.	Provide professional development for teaches staff to be invested in their own learning and in their own professional growth and conduc their own action research.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
5.	Train teachers to deconstruct TEKS to insure that planning and instruction targets both content and context	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
6.	Provide on-going training in the utilization of the TEKS Resource System for planning, pacing, delivery and assessment of instruction	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	<i>Increase Leadership Effectiveness</i>	
	Planned Intervention	Period for Implementation
1.	Develop a plan to identify school leaders on campus that exhibit characteristics and skills to promote and implement positive educational change.	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
2.	Organize the school day to ensure that the greatest number of students learn the most every day by engaging in specific	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
3.	Utilize flexible staffing to maximize the presence of highly qualified teaching staff in every classroom	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
4.	Develop or acquire a principal evaluation tool that incorporates student growth and observation based on assessments over time and self assessment	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
5.	Provide mentoring/coaching for teachers and principal to insure development of instructional/curriculum leadership skills	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
6.	Provide on-going job embedded training opportunities for professional development	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Use of Quality Data to Inform Instruction***

Planned Intervention		Period for Implementation	
1.	Provide Differentiated Instruction training and utilize student data in lesson planning ensure implementation	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
2.	Schedule weekly PLC meetings to review student data, alignment of curriculum and evaluation of instruction	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
3.	Provide ongoing training in disaggregation and use of data to guide instructional decision making	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
4.	Develop data management protocols and put "faces on the data" so it becomes more meaningful to teachers and teams	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
5.	Develop an annual assessment plan to measure student progress at select intervals and implement RTI process based on student performance data to refine practices at the campus	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
6.	Administer universal screener for all students in reading and mathematics three times annually	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
7.	Use progress monitoring to track the effectiveness of student interventions and identify need for modification.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Restructure daily schedule to provide strategically increased academic learning time to maximize the number of sustained, engaging instructional minutes, the result of which is higher academic achievement especially for disadvantaged students.	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
2.	Provide extended year sessions of a least 10 days annually to provide targeted intervention in core content subjects for struggling learners	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
3.	Creat and implement extra/co-crurricular activites based on student interests and staff strengths	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
4.	Increase instructional time for students in core subject areas by implementing project based learning	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
5.	Provide time for weekly PLC meeting for teachers to thoroughly analyze and respond to data	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
6.	Utilize flexible scheduling to provide common planning time for teachers to coach and strengthen their instructional practices	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
7.	Devlop effective teacher teams to work with data, communicate and collaborate to advance student achievement	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	<i>Increase Parent/Community Engagement</i>	
	Planned Intervention	Period for Implementation
1.	Provide increased opportunities for parents and community members to input and provide access to community services	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
2.	Provide for parents, family and community involvement to work together to support academic achievement in order for students to earn higher grades, attend school longer and more regularly and eventually enroll in higher education	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
3.	Build coalitions with parents by tapping into their aspirations for their children	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
4.	Build teachers' effectiveness in parent engagement by providing parent workshops that provide resources for parents to assist their children in their learning	x Year 1 x Year 4 x Year 2 x Year 5 x Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031914

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Improve School Climate

Planned Intervention		Period for Implementation	
1.	Create a leadership team to guide the work of school improvement and build support, include allies as well as dissident voices	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
2.	Focus on the development of a campus' climate as a learning environment to improve teacher morale and student achievement	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
3.	Identify indicators of a positive school climate and welcoming learning environment , these will increade attendance and reduce discipline referrals	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
4.	Develop a shared vision and commit to a shared purpose	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
5.	Create protocols to guide the work of school improvement and to build support	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
6.	Set a timeline for the leadership team to work using the processes you have created	x Year 1 x Year 2 x Year 3	x Year 4 x Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX031914

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation(cont.)

County-District Number or Vendor ID: XXXXXX031914

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation(cont.)

County-District Number or Vendor ID: XXXXXX031914

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation(cont.)

County-District Number or Vendor ID: XXXXXX031914

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX031914

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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